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ABSTRACT

Six articles appear in this issue. "Foreign Languages in the United States--A Look into the Future," by Barbara Elling, cites several trends which will increase enrollment in language programs. Evidence is cited on the need for foreign language skills in business, government, and industry. "How to Survive in Spite of Tight Budgets, Increasing Pressures and Kaleidoscopic Board Members," by Ruth K. Phillips, offers hints on who to approach on the Board of Education, when Board members will be most vulnerable or responsive, how to be visible and make a favorable impression, and what kinds of information to present. "Teaching Grammar: A Communicative View," by Carol Rosenfeld, emphasizes the need to redesign tasks that are being used to teach control of new structures. Noncommunicative and communicative grammar tasks are contrasted through the use of examples. "The Value of Foreign Language Study: Students Know It," by Irmgard C. Taylor, reports on the academic competitions at a convention on German and on the responses of students of German on a questionnaire. "Meeting the Challenge of the Multi-Level Class," by Stephen L. Levy, provides suggestions to teachers of multi-level foreign language classes. "Initiating and Carrying Out Small Group Learning in the Foreign Language Classroom," by Anthony Papalia, provides ideas from teachers on how to use small-group learning activities in the foreign language classroom. The president's report and several brief announcements are also provided. (Author/SW)

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FOREIGN LANGUAGES IN THE UNITED STATES -- A LOOK INTO THE FUTURE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Barbara Elling, SUNY, Stony Brook

Twenty years ago this month an event in Russia was to affect American education more than any other single development in its history. It was Sputnik that shocked the U.S. into establishing a national policy for the advancement of foreign languages, mathematics and sciences. Enormous funds, direct evidence of the degree of national commitment, were poured into the training of teachers, development of programs, design of new curricula and teaching methods, and into basic and applied research. All of us have witnessed the impact that national commitment has had on the scientific and technological advancement of this nation, particularly in space exploration. We have seen the changes it brought in the teaching of foreign languages and mathematics. Many of us were fortunate enough to be actively involved as classroom teachers at a time when this national commitment created an unprecedented expansion of foreign language programs during the sixties. Experimentation with different methods, intensive use of media in the classroom and the creation of a great variety of materials by publishers and practitioners made those years a truly exciting decade for our profession. But as the national commitment declined, as state and district budget restrictions became necessary, and as the public became increasingly critical of the educational community in general, we have seen a severe decline, which seems to have affected foreign languages more adversely than most subjects. If expansion and innovation are the words used to describe the sixties, consolidation and decline best describe the seventies and according to all predictions also the eighties. In fact, the eighties have been called the "slow-motion decade" by those who engage in policy studies regarding the future of education in the U.S. This term at least implies some motion forward. Others are less optimistic. One scholar from the Russell Sage Foundation recently said: "...the challenge is how to decline with dignity.... We have no experience in managing decline; this is a new phenomenon."

The challenge for the foreign language profession is, at least in many parts of the country and in most districts, not just how to decline with dignity, but simply how to *survive*. With the exception of Spanish, foreign languages are threatened on all educational levels. But I have not come here to paint for you once more the bleak picture many of you are already facing daily. On the contrary, I would like to share with you some of the options and alternatives we have. These might help us in working toward a brighter future for our profession.

There are a number of trends that are working in our favor. Let me enumerate just a few:

1) Lifelong education is gaining acceptance rapidly. Part-time students already make up over 50% of the college population. Programs in adult education and continuing education will increase our clientele for foreign languages on all levels;
2) Colleges and universities are reintroducing the foreign language requirement. This will also affect secondary school foreign language enrollments positively and new teaching positions will result;
3) Foreign languages will become increasingly important in the growing number of interdisciplinary programs on all levels;
4) Research evidence shows that such basic skills as English have been adversely affected by the deemphasis of foreign languages in the curriculum. The so-called "return to basics" will

(continued on page three)

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March 18
WESTCHESTER REGIONAL

April 13-15
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May 5
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directly and indirectly help return foreign languages to their position of importance in the core curriculum;

5) As an auxiliary skill foreign languages have become increasingly important in business, government and industry. The U.S. Office of Education has identified fifteen career clusters, all of which might require foreign language skills. (The chart listing the fifteen clusters can be found in the 1977 Northeast Conference Report, p. 51). This list presents convincing evidence that we can say to our students with confidence and justification: "there is a foreign language in your career."

Let me further cite some general and specific evidence to emphasize the fifth and last point. The commonly held notion that English can be used as a communicative tool in all vocations and professions throughout the world is not entirely based on fact and has not always worked to our advantage. Increasing world-wide interdependence has not stopped at our front door. In fact not since the period before 1776 has this country been so dependent on others – this is no longer the American century. American politicians have learned that what we do not know or understand, *can* harm us. When Khrushchev's sentence "we will survive you" was improperly translated as "we will bury you," an atmosphere of crisis resulted in Washington. International waters have become increasingly tricky for the United States. Dr. Kissinger stated that for the first time in its history the U.S. cannot dominate, nor can it escape its responsibility within the family of nations. She must conduct foreign policy with subtlety, with the ease and tact that can come only from the knowledge of foreign languages and cultures. The economic waters are equally tricky. The World Bank finds that it must deal with countries in *their* language and understand *their* culture. Top executive jobs of multi-national corporations frequently go to other nations, since we do not have specialists who are also familiar with the languages and cultures of the other nations. In a recently conducted survey, 1.380 export/import firms that responded, listed more than 60,000 jobs for which they either required or desired foreign language skills. In other words, each firm had an average of forty-three jobs available for employees with foreign language skills. The sad part is that, since the second-language skills of their American employees are frequently inadequate, many of these businesses are forced to hire English-speaking foreigners instead. Those languages that are greatest in demand, the survey showed, are Spanish, French, German, Portuguese and Italian, in that order, followed by Arabic, Russian, Chinese, Indonesian and others. There are now one hundred twenty-eight foreign banks located in New York City alone. Ten years ago there were only eleven. One typical foreign bank has forty employees of whom only four were brought over from Europe. It must be assumed that most of the thirty-six Americans hired had to have some knowledge of the language of the country the bank represents. In June of 1977 the total bilateral commercial exchange for that month between the U.S. and the Federal Republic of Germany, to name one of this country's most active trade partners, reached 1.399 billion. It is, therefore, not surprising that a survey of one hundred businesses dealing with Germany to which 58% replied listed a total of 8,539 positions in which German was used as an auxiliary skill. Increasing numbers of European companies are investing in U.S. companies or are opening their own plants in the U.S. This again will drive up the demand for Americans with foreign language skills.

The United States is the world's largest trading nation and accounts for 15% of all world trade. Her enormous overseas investments must be managed by Americans with foreign language skills. The typical larger American firm maintains routinely 500 to 5,000 overseas business positions. Another big employer, the United States Government, spent in fiscal year 1971 nearly $60 million to train employees for 25,000 positions that require foreign language skills. Even though Foreign Service does not require foreign languages, it is generally recognized that knowledge of foreign languages helps in obtaining a position and in professional advancement. At one point there was such desperate need for the translation of documents that $50 million were spent on the design of translating machines, a venture that has proven unsuccessful. Common Market countries and the Soviet Union are cooperating with the U.S. in the areas of alternative energy resource exploration, space exploration and environmental policies based on the recognition of mutual interdependence and need. Not all of the scientific literature used is written in English (and it should be remembered that when material becomes available in translation, particularly in the sciences, it is frequently already outdated); not all collaboration is conducted in English – mutual understanding is facilitated by the knowledge and use of foreign languages.

I have cited some evidence for the need of foreign languages in fields other than teaching. It is our task as teachers to inform – without making specific promises – students, parents, administrators, boards of education and boards of regents of the great advantage of foreign languages as an auxiliary skill. It is our task to infuse some of the linguistic and cultural skills needed in the use of foreign languages as an auxiliary skill into the curriculum. In solving these different tasks we will soon get an assist from the Government. The Congressional Commission on Security and Cooperation in Europe (the Helsinki Agreement Commission) has called upon President Carter to appoint a special commission that would work to strengthen and improve language and area studies in the United States. The President is in the process of appointing such a commission. In addition a committee in support of foreign language study is active in Congress. This month at a conference in Washington congressmen and U.S. Office of Education officials assured foreign language teachers of their support and urged more political activism in the foreign language profession. Together the presidential commission and the congressional committee in consultation with the Modern Language Association of America and the American Council on the Teaching of Foreign Languages will – at least this is the hope of our supporters in the Government – formulate a National Foreign Language Policy and give political strength to the message that knowledge of foreign languages and cultures is in the national interest. Once this message reaches the public, together with a recognition that foreign languages are urgently needed in our economic interests as well, they will once more assume their rightful place in the school curriculum, together with the so-called basics which are again being emphasized. It is obvious that with increasing enrollments, the need for foreign language teachers will also increase. Thus, despite the slow-motion decade ahead we might well see another expansion in foreign languages, provided we recognize, accept and implement the concept of foreign languages as an auxiliary skill and we actively support those in government who support us. In so doing we not only work to preserve our profession but we also work in the national interest.

Keynote address given October 15 at the Western New York Regional Meeting of NYSAFLT (St. Bonaventure University).

HOW TO SURVIVE IN SPITE OF TIGHT BUDGETS, INCREASING PRESSURES AND KALEIODOSCOPIC BOARD MEMBERS

Ruth K. Phillips, Member of Board of Education, Penfield Central School District

My thoughts will focus on answering five basic questions: who, when, where, what and how.

Who? Before you can communicate effectively, you must analyze the basic features of the group or individuals with whom you wish to communicate. Study your Board of Education – as individuals and as we relate to each other. Is your Board dominated by business personalities, professional, agricultural, blue collar . . .? Does it genuinely reflect the spectrum of the population of your district? What educational experiences are reflected on your Board? Do the members research and study the proposals being brought to them by the staff or do they seem to function primarily on the basis of subjective opinion? In short, do a personality dissection of your Board. Do it *every* year, for not only do the individual members change but so also do the relationships between members, and between members and staff. It is elementary but important to note that you must not ally yourself with any faction on the Board but should present information and assistance equally to all.

When? Timing is as important to effective communication with the Board as it is to an actor or actress, for if you miss your cue and fail to respond or initiate at a key moment, you may have lost an opportunity which will be difficult, if not impossible, to recapture.

The most vulnerable time to approach a Board of Education member is during his candidacy. As one proceeds through the campaign, the taste of winning usually becomes increasingly sweet; if you provide us with information about your program which enhances our qualifications by helping us to appear well-informed, it would be unusual for the winning candidate not to recall such help.

The second most vulnerable time occurs shortly after our election. The impact of realizing how little we really know about district functions and educational intricacies makes us particularly receptive to invitations to visit classrooms and to study written material about your programs or reprints about various aspects of foreign language study, especially information which helps *us* communicate effectively and respond intelligently to citizen inquiries.

A third vulnerable time occurs during the budget process. You can help us make good decisions which are sensitive to the needs of our students, staff, and taxpayers if you will give us information regarding the underlying factors of such concerns as class size, the long-range effectiveness of early language study, the relationship of language study on SAT scores, job relevancy for the non-college bound as well as the college-bound, the need for an honors or accelerated program for the gifted. Provide us with facts, statistics, charts, rationale for existing as well as new programs, and humanize those figures and graphs with specific examples of student successes and satisfaction.

Where? Be visible. Come to our meetings regularly and, sometimes, stay to the very end of the meeting. Our Board has a negative reaction to those advocates who attend only that section of the meeting pertaining to their special interest. I must address the needs of the "whole child" and the "whole district", and I will recognize a common understanding if you share some of these experiences with me also.

Be visible also by keeping us informed of special events within your classes or department. Occasionally, invite us to join you and your students for tamales or sauerkraut, or a similar class project. Articles about these events or about award-winning students in the local newspapers are also effective.

What? To capsule previous suggestions – you should provide us with the information we need to be effective Board members. Perhaps an annual report, both written and verbal, describing the department's progress would not only record changes and needs but also provide a vehicle for explaining some of the concerns brought to you (and me) by students, parents, and other staff members. If you also demonstrate an understanding of the role of foreign language study as it relates to other disciplines and to other student and district needs, your message will have more credence than if it carries a "me, myself, and I" approach.

Try to anticipate our questions and concerns, and illustrate your ability to exercise initiative, ingenuity, and flexibility. I can not imagine a Board turning down a new program which tries to meet a particular need while adding little or no extra expenses. However, your most visible concern must be the students' needs, not maintenance of jobs.

How? In spite of all the expertise used in communicating directly with the Board, it is possible that the most effective method may be indirect, for the best communicator of all is the enthusiastic student and his parents. Encourage them to share their excitement about their studies with you directly with Board members. When you relate their joy, we may also hear a tinge of self-aggrandizement; but, when a student or his parents speak positively about their experiences, we hear them very clearly. The recent graduate can be particularly helpful: a letter from a college student who enthusiastically reports how well your program prepared him for advanced study will provide reinforcement for the present program; a former student who found a job because of foreign language skills has an important message for the Board.

If you do not have an elementary language program, try to create some type of event which you can take to the elementary schools annually in order to develop a consciousness of the existence of foreign language study opportunities for the child, and through him, for the parent. At the middle school or junior high level, if your district does not have an orientation to language course, try to find imaginative ways to achieve some of the major goals such a course embodies. The first letter or descriptive folder sent to parents of students who may be planning to take a foreign language should be especially well done. These suggestions may appear to be peripheral, but I would assure you that positive comments from citizens are rare in many districts, and we who must listen to strong complaints and harsh comments tend to cherish the message of a job "well done" and remember it.

Finally, I recommend the district-wide committee process as a way of effectively educating the Board to the needs and direction of any discipline or department. It takes time, effort, and patience, but the results can be very gratifying. Having a champion on the Board helps. Last year, I requested that priority status be given to a study of our foreign language program. We now have a committee of students, parents, teachers, and administrators working on this project. The fact that it exists creates a special awareness of this field of study – on the Board, in the educational family, and in the community.

Regardless of all the words, the reprints, the slide presentations, the reports, studies, charts, . . . all mean less than the spirit of warmth, understanding, and vitality which you personally project toward your students. You and I are here today because we love children. Let your love show – and you can be assured that I, as a member of the Board of Education, will hear about it – over and over again, from many people and in many ways. Thank you.

*Paper presented at the Annual Meeting of NYSAFLT, 1977.

TEACHING GRAMMAR: A COMMUNICATIVE VIEW

Carol Hosenfeld, State University of New York at Buffalo

A commonly accepted purpose of performing grammar tasks is to acquire control of new structures and vocabulary in order to be able to use them to convey personal meaning. To attain this objective, teachers are presently encouraged to view acquiring control of structures (the skill-getting phase) and using them in real communication (the skill-using phase) as intimately linked and to follow skill-getting activities with skill-using activities.[1] The purpose of this article is to suggest that in addition to understanding the interrelatedness of these activities, we need to redesign many tasks we are using to teach control of new structures (the skill-getting tasks) if we are to help students to attain the stated objective.

The following tasks are typical of the kinds of skill-getting tasks we find in many foreign language textbooks. One task requires the student to replace a prepositional phrase with the pronoun *y* and to place it correctly in the sentence. Following are several items.

1. J'habite *près de l'aéroport.*
   I live *near the airport.*
2. Je travaille *dans un magasin.*
   I work *in a store.*
3. Roger va *à la banque.*
   Roger goes *to the bank.*

Many students pay no attention to the prepositional phrases in performing this task. Because *all* of the phrases are replaced with the same pronoun, they insert the "given" pronoun into their response without looking at (or listening to) the end of the sentence. They also perform this task without understanding the meaning of either the stimulus or response sentence.

Another task requires the student to rewrite (or to repeat) a sentence beginning with an expression that calls for the subjunctive. Items are of the following type.

1. Elle part tôt. (Je voudrais que)
   She leaves early. (I wish that)
2. Cette valaise est à Jean. (Je doute que)[3]
   This is John's suitcase. (I doubt that)

Because *all* of the phrases require the subjunctive, and because meaning is not needed to complete this task successfully, many students rewrite (or repeat) these sentences without understanding their meaning and without attending to the expressions that require the subjunctive.

Students who perform these tasks in the manner just described do not acquire control of the structures and vocabulary and they are unprepared to use them to express personal meaning. Students, on the other hand, who understand the meaning of the sentences and who accomplish the intended grammar learnings are equally unprepared to engage in communicative exchanges. Because students do not know the people who are referred to in the task sentences, the statements have no associations for them and they are unable and unmotivated to make additional comments. Thus, in a very real sense, these tasks are *noncommunicative* grammar tasks.

Communicative grammar tasks possess three characteristics:

1. They are designed so that the learner must understand the meaning of the sentences and accomplish the intended grammar learnings in order to complete them successfully.
2. They cause him to express his thoughts, feelings, perceptions, or beliefs.
3. They are rich in associations and lead naturally and inevitably into skill-using activities.

The following communicative tasks might replace the noncommunicative tasks just described. The first task requires the student to say where he would like to go. He may select a place from the given options or provide a different location. Another student, who would like to go to the same place, would use a pronoun in his statement saying: "I would like to go there too." The activity would continue until substitutions were mastered. Following are several items:

Où voudriez-vous aller? Where would you like to go?
à la librairie
à Toronto
à Kleinhans
à Artpark
à Jenss

1. a) Je voudrais aller . . .
      I would like to go . . .
   b) Je voudrais y aller aussi.
      I would like to go there too.

Once the substitutions are mastered, students can perform a second component of the task in which they state why they would like to go to a particular place.

2. a) Pourquoi voudriez-vous aller . . .
      Why would you like to go . . .

b) Je voudrais y aller . . .
I would like to go . . .

c) Je voudrais y aller aussi mais je voudrais . . .
I would like to go there too but I would like . . .

During this activity, the following exchange might occur:

Student A: I would like to go to Kleinhans to hear Clamma Dale.

Student B: I would like to go there too but I would like to hear Cy Coleman.

At this point, students can begin the skill-using phase by asking additional questions such as: Who is Clamma Dale/Cy Coleman? When is she/he coming to Buffalo? Have you ever heard Clamma Dale/Cy Coleman? Students should keep "the group conversation" going by asking and answering all appropriate questions relating to statements students have made about Toronto, Kleinhans, Artpark, etc.

The second task requires the student to say what he would like the teacher to do and what he thinks the teacher would like him to do. The student may select an activity from the given options or provide a different activity. He must use the correct form of the subjunctive and make the necessary transformations in his statements. Following are several items:

Que voudriez-vous? Que voudrait le professeur?
What would you like? What would the teacher like?

avoir ses devoirs à l'heure
to have his homework on time
se taire en classe
to be quiet in class
donner moins de . . . et plus de . . .
to give less . . . and more . . .
arriver à l'heure
to arrive on time

1. a) 1) Je voudrais que le professeur . . .
I would like the teacher . . .
2) Le professeur voudrait que . . .
The teacher would like . . .

b) 1) Je doute que le professeur . . .
I doubt that the teacher . . .
2) Le professeur doute que . . .
The teacher doubts that . . .

Once the transformations are mastered, students can perform a second component of the task. Following is a sample item.

2. Paul, est-ce que tu voudrais que le professeur nous donne plus de . . . et moins de . . . aussi?
Paul, would you like the teacher to give us less . . . and more . . . too?

Because these task sentences apply to students' own life space, they are rich in associations and questions will naturally and inevitably arise from them.

I am not suggesting that teachers redesign all of the tasks they are presently using to teach grammar. Some mechanical tasks will always be appropriate to teach particular grammatical points. Moreover, it is impossible for classroom teachers to change all of the noncommunicative tasks even when communicative tasks would be more appropriate. It is often necessary, however, to develop new tasks either because there are no tasks for a grammatical point, there are too few tasks, or tasks are needed for review purposes. At times like these, a teacher might consider constructing communicative grammar tasks and thus influence the direction of change both within his or her own classroom and within the foreign-language teaching profession. It is possible that small changes in materials and activities made by teachers will be cumulatively as effective in influencing the direction of change in second-language learning as fully developed materials placed into their hands.

NOTES:

[1]The terms skill-getting and skill-using were first used by Wilga Rivers.

[2]Yvone Lenard, *Fenêtres sur la France* (New York: Harper and Row, 1970), p. 111.

[3]Alice Langellier and Sylvia N. Levy, *Chez les Français* (New York: Holt, Rinehart and Winston, 1969), p. 104.

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THE VALUE OF FOREIGN LANGUAGE STUDY: STUDENTS KNOW IT!

Irmgard C. Taylor, SUNY at Cortland

It is always interesting for teachers to receive information from students on various aspects of their foreign language study; in fact, there is no substitute for this kind of direct feedback and educators should avail themselves of it wherever and whenever possible. This article reports on the academic competitions at the recent ES SAGT'S Convention (Empire State Society for the Advancement of German Traditions and Studies Convention) in Mexico, N.Y., and on the responses of students of German on a questionnaire distributed to those participating in the academic competitions. Although this convention is exclusively for high school students studying German, most of the information reported here should be of interest to teachers of other foreign languages as well.

Credit for the idea and the decision to strengthen the traditional convention program by adding so-called "academic competitions" to the many non-academic competitions goes to Marilyn Thayer, German teacher at Mexico Academy and Central High School and advisor to the student convention officers.[1] After consultation with her and Helene Loew of the State Education Department Bureau of Foreign Languages, I prepared during the months prior to the convention date of April 15-17 tests for four levels in culture, reading comprehension, and listening comprehension. The former two contained 50 multiple choice items each, and the latter 30 true-false and 20 multiple choice items. For the true-false items the examiner spoke the sentences twice, for the multiple choice items only once. The program scheduling allowed one hour for each of the tests, but most students completed the tests well before time was up.

ES SAGT'S conventions have enjoyed great popularity over the past years. Participation for any one school from N.Y. State offering German is entirely voluntary and during the convention itself participation in any of the programs or competitions is up to the individual student. The relaxed and casual atmosphere of the event is part of its attraction.[2] It is revealing though that, given this freedom, students choose to participate in many of the competitions – motivation being either inherent or prodded by the chance of winning an award for oneself and the school. The spirit, enthusiasm, and applause during the award ceremony Saturday night proved that competition between schools can be a good and stimulating experience and that schools can compete for talents other than athletic! For the twelve academic tests administered a book prize went to the recipient of the highest score for each test.

Of the 450 students attending the convention, 91 (20%), 66 girls and 25 boys, participated in the academic competitions, i.e., 91 took one, two or all three of the tests for their level. This figure shows that adding a more serious component to the convention was worthwhile and that students like to test their strengths in the various foreign language skills. However, since a total of 141 tests were administered, only few chose to take all three tests for their level. Conflicts with other popular competitions scheduled simultaneously may be one reason for this, discouragement after the culture test, which was scheduled first, may be another. Interestingly, students across the four levels scored lower on the culture test than on the other two. Explanations offered for this fact are 1) in general, not enough culture information is taught or retained, 2) the tests were too demanding. Since the objective of the entire convention is to encourage, not discourage, German studies, scores were not publicly announced or posted and the recipients of the highest scores were called during the award ceremony without revealing the actual scores.[3] However, students were told that they could obtain their scores privately from the examiner if they so desired. Several did.

The academic tests were given in a quiet wing of the school building in the early afternoon on Saturday by a team of volunteering college students and myself. They were scored promptly and the winners announced within hours. Every participant in the academic competition was also encouraged to complete a questionnaire, containing the following open-ended statements: 1) I am taking German because ... 2) What I like about studying German is ... 3) What I dislike about studying German is ... 4) Studying German has been helpful because ... 5) Having studied German will be beneficial later because ... 86 (95%) of the 91 participants chose to complete the questionnaire. Its main objective was to learn what motivates students to take German and what adjustments, if any, might be desirable in the teaching process. Needless to say, the answers are most interesting and read like a detective story to a dedicated foreign language teacher, and while some of them have been heard before, quite a few of them came as a surprise. I have tabulated some of the responses

because I think it is important to pass them on to members of the profession. Since no one knew of the questionnaire in advance, the responses can be considered spontaneous reactions from high school students, age fourteen to eighteen, representing a cross section of the state. They may be responses learned originally from teachers, parents, or peers, but internalized now and advanced as *their* ideas. Since probably only the more serious, motivated students participated in the academic competitions in the first place, these responses come from a somewhat select group and might turn out differently if derived from the entire student population studying German in N.Y. State.

In answer to question 1) a large number of students (33 or 38%) say that they take German because of a basic, inherent interest in the language and culture of another country. Other reasons stated are – in a ranking of descending frequency – career considerations (16 or 19%), family background (15 or 17%), the reputation of the teacher or the program within the school (5 or 6%), future travel (5 or 6%), fun (4 or 5%), and miscellaneous reasons (7 or 8%). According to these figures, the interest in a foreign language and culture is so strong that it seems puzzling that the scores on the culture tests were low. Maybe the study of culture – both with a small and capital "c" – needs to be stepped up in some programs. At any rate, teaching of culture should not be treated casually or "on the fringe" but as a core matter, reinforced through inclusion of culture items on tests. The responses to question 2) What I like about studying German . . . overlapped with the responses to question 1), as did responses to questions 4) and 5). 33 students (38%) stated that they like it because they find the study of a foreign language and culture interesting and enjoyable. Other responses were: fun (13 or 15%), useful for communication (11 or 13%), many valuable aspects (5 or 6%), reputation of the teacher (5 or 6%), "it is easy" (4 or 5%), and miscellaneous reasons (14 or 16%).

Very telling are the answers to question 3) What I dislike about studying German is . . . Although 13 (15%) responded "nothing," 32 students (37%) stated aspects of grammar for this questionnaire item. Leading in grammar unpopularity is gender,[4] followed closely by adjective endings, verb forms, and word order. Other dislikes, again in order of descending frequency, are memorization, "hardness," homework, tests, and textbooks. These responses will come as no surprise to most teachers of German and basically there is nothing that can be done about them, because grammar and memorization are the sine qua non of successful foreign language study, and they necessitate the other "dislikes."[5] But maybe this strong negative reaction can put us on guard again, never to treat grammar as an end in itself, but only as a means to an end, to make it as palatable as possible, to administer it in regular, but small dosages, and to constantly be on the lookout for more effective and efficient methods of teaching and testing it. One of my colleagues, who is very successful in the classroom, has a golden rule: never more than ten minutes of grammar per class session!

As mentioned before, many of the responses to questions 4) and 5) overlapped with those to question 1). Career and college considerations and family background[6] alternated with travel plans and communication benefits. But one type of response, given to questions 1) 2) or 4) stood out and was – at least to me – the most surprising finding of the entire questionnaire: 32 students (37%) stated that their English skills had benefitted from their German studies. 21 (24%) of these mentioned their gains in native language awareness in general, whereas 7 (8%) reported improvement in actual performance in English (better grade) and 4 (5%) a better understanding of their own culture. In this age of declining English skills it is encouraging to learn that some students know that foreign language study will boost their English performance. If students can recognize these benefits, then, hopefully, more educators across the country will become aware of them also and realize that dwindling English skills are partly a consequence of abandoned foreign language requirements. Certainly, these responses, even if modest in number, can be used as powerful testimony in curriculum discussions concerned with the improvement of English skills.[7]

Scattered throughout the questionnaires were favorable comments about teachers and programs. It is gratifying to read statements such as "The teacher is great," "Our teacher is very interesting," "It's a great course," "The way my teacher teaches – he makes it fun, but we learn a lot at the same time," "I think Mr. X is the best teacher in our school" because one feels that students are being "turned on." The references to fun in the classroom – a positive reflection on the methodology used – are numerous (17 or 20%) and proof that some teachers know how to captivate their audiences and that learning and fun are not mutually exclusive. Obviously, straining to do one's very best is worthwhile, and, more importantly, *students notice good teaching!* Let us use these responses as inspiration to try even harder to put new sparks into our classrooms. At the same time, a modest pat on the back is also in order: these students have learned the value of foreign language

study and can be articulate abou it. This is no small accomplishment and an important by-product of successful foreign language instruction.

Notes:

[1]See also Ms. Thayer's innovative ideas in the November 1976 issue of *Language Association Bulletin* "Adding the Total Immersion Dimension: A Case for Extra-Curricular Programs," 12-14.

[2]The atmosphere at the convention may be relaxed, but teachers attest to the motivation benefits of the pending competitions for their classroom activities during the weeks and months preceding the convention. Among participating teachers this event is considered a worthwhile alternative to an actual trip to Germany which in some situations simply is not feasible.

[3]Neither do scores enter the students' official records or teachers' gradebook in any way.

[4]If we could remove the gender problem from the German language the enrollment picture might change overnight!

[5]In this context, two students made interesting comments: "It helps me study in other classes better" and "I have improved in other classes by taking it." They are alluding to the self-discipline, i.e., systematic study habits which are part and parcel of foreign language study and which carry over into other subjects.

[6]It has been my experience that most college students majoring in German do it for one of two reasons: 1) German family background draws them to an intensive study of the language and culture, 2) the German program in their high school has stimulated them to such an extent, that they want to make a career of German.

[7]Very noteworthy in this context is the article "A Success Story" – "Person to Person" by Frances G. Killela in the March, 1977 issue of the *Language Association Bulletin*, p. 1. Here the resource persons describe a course of action to combat diminishing English skills.

Graduate Summer Study in Madrid for Teachers and Prospective Teachers in Foreign Language and Bicultural Programs July-August 1978 (eight weeks)

Twelve credits toward M.A., Ph.D., and Ed.D. degrees. Morning classes. Special courses for teachers wishing to study another language and culture. All courses conducted in Spanish with professors from Spanish universities.

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The President's Corner

Dear Colleague:

As your incoming president, I would like to share with you some of the directions in which I hope to see NYSAFLT move this year.

Our past president, Maryalice Seagrave, had selected the theme of Reaching Out for us last year. It was an excellent focus. The themes of our '77 Annual Meeting and Colloquium reflected its intent.

When you find a good classroom technique, you keep it and you use it again. I feel that the theme of Reaching Out should be kept and used again. It is a theme which is appropriate to meet our needs in the present economic, sociological, and academic scene in which we find ourselves at the beginning of 1978. There is certainly a need to continue to reach out to our many constituencies: our colleagues, students, administrators, boards of education, communities at large, and other professional associations.

It is my sincere hope that via the widespread implementation of the Materials Bank Committee and with more articles from *you* for publication in our Newsletter and this *Bulletin*, we will do a better job of reaching out to each other. You all have resources which, if shared, could make us better able to help the students whom we strive to reach.

The summarizing session of the '77 Colloquium clearly indicated the need that we, as a profession, have to become more closely involved with other disciplines which are a part of the school curriculum. I feel optimistic about that occurring in 1978 through the vehicle of our External Affairs Committee. We also need to seek out leaders in the business and industrial community who can help us acknowledge the importance of the study of foreign language. Our reaching out must be so extensive that it brings about an understanding of the pertinence of language study to our students.

In order to reach out in all the many necessary directions, we need YOU! The Association has the vehicle which provides the means for achieving this. We have a wide variety of committees and services.

My major objective for the year is to activate *all* of our standing and ad hoc committees. The strength of our Association will be determined by the strength of its parts: its active committees. In the list of diverse committees, there must be one or more in which you have an interest, a concern, or a talent. If you are not already serving on a committee, I strongly urge you to peruse the list on Pages 12-18 Select an area or activity in which you would like to reach out by joining that committee and by becoming actively involved with it.

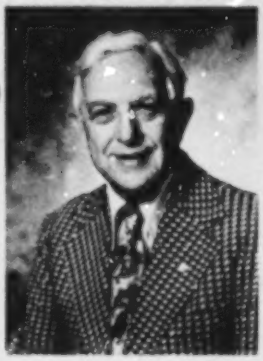
Each committee will be held responsible for reporting its activities for the year to the Coordinator of Committees by November 1. This will assist us in determining the needs of our membership in terms of activities and services that we might provide.

By becoming involved in committee activities, you will be Reaching Out. You will experience personal and professional gratifications. Our many constituencies will be touched by our contributions. You will have assisted me in realizing an important objective for this Association. I thank you for caring enough about our profession to "Reach Out".

My best professional wishes for 1978,
Marcella DeMuth
President

A Very Special Message from the President:

Robert J. Ludwig Is Recipient Of The Florence Steiner Award



It gives me great pleasure to share with you the good tidings that Robert J. Ludwig was the recipient of the Florence Steiner Secondary School Teacher Award (a K-12 private and parochial school recognition). This honor was conferred by Dr. Howard Altman at the November conference of ACTFL in San Francisco.

Mr. Ludwig is Chairperson of Foreign Languages at the Mt. Pleasant High School in Schenectady. He is also President of NYSCEA.

Certainly, all of the members of our Association join me in extending warm and proud congratulations to "Bob" who has been an inspiration to so many of us. He served our Association as its President for six years. This year marks his ninth anniversary as our Administrative Assistant. It delights us to know that not only have his outstanding contributions and his indefatigable leadership in the field of foreign languages been recognized at the local and state level, but in addition a national organization has rewarded his efforts!

Congratulations Bob!

REACH OUT! BECOME INVOLVED!
JOIN OTHER PROFESSIONALS!

Contact the 1978 Chairpersons and Coordinators of Standing and Ad Hoc Committees

COMMITTEE	NAME	SCHOOL INFORMATION	HOME INFORMATION
Annual Meeting	Patricia Swee.	James Farley Middle School Central Drive Stony Point, N.Y. 10980 (914) 942-2700 Ext. 251 Leave message	34 Van Houtenfields West Nyack, N.Y. 10994 (914) 358-7934 Evenings
Articulation	Stephen P. Howard	Not applicable	2078 Wallace Avenue Bronx, N.Y. 10462 (212) 597-8263 Monday-Thursday
Articulation	Sister Mary Terrence McKeever	College at Mt. St. Vincent Bronx, N.Y. 10471 549-8000 – 8-9 p.m. 549-7975 – 9 p.m. on	Same
Arts	Stephen L. Levy	Brooklyn High Schools 110 Livingston Street Room 818 Brooklyn, N.Y. 11201 (212) 596-5882 9:00 a.m.-5:00 p.m.	36 Remsen Street Brooklyn, N.Y. 11201 (Preferred mailing address) (212) 624-5109 6:00-10:30 p.m.
Awards	Barbara Elling	SUNY Stony Brook (516) 246-6830 Days	15 Sunnywoods Drive Huntington Station, N.Y. 11746 (516) 271-6889 Evenings
Budget	Robert A. Murphy	West Seneca West S.H.S. 3330 Seneca Street West Seneca, N.Y. 14224 1–716–674-5300 Ext. 241 7:30 a.m.-3:00 p.m.	67 Hillcrest Drive West Seneca, N.Y. 14224 1–716–674-5442 7:00 p.m.-10:30 p.m.
Calendar	Robert Sherburne	Cazenovia Central School Green Street Cazenovia, N.Y. 13035 (315) 655-3444 Ext. 42 2:00-4:00 p.m.	2 Evergreen Lane Cazenovia, N.Y. 13035 (315) 655-3904 6:00-11:00 p.m.
Foreign Language in Careers	M. Bernard Kerman	Huntington High Oakwood and McKay Roads Huntington, N.Y. 11743 (516) HA1-5520 9:00 a.m.-2:00 p.m.	61 Jane Street, Apt. 19E New York, N.Y. 10014 (212) 242-2755 5:00 p.m.-11:00 p.m.
Foreign Language in Careers	Dr. Ida Nelson	Uniondale H.S. Goodrich Street Uniondale, N.Y. 11553 (516) 485-9800 Ext. 253 12:00-3:00 p.m.	189 Wickshire Drive E. Meadow, N.Y. 11554 (516) 794-7229

COMMITTEE	NAME	SCHOOL INFORMATION	HOME INFORMATION
Classics	Emily H. McDonald	Scarsdale H.S. Scarsdale, N.Y. 10583 (914) SC3-5500 Anytime – Leave message	90 Overlook Road White Plains, N.Y. 10605 (914) WH9-0633 Mon. and Wed. after 8:00 p.m.
Classics	Charleine W. Riepe	Amherst Central S.H.S. 4301 Main Street Amherst, N.Y. 14226 (716) 836-3000 Ext. 257 8:00-8:30 a.m. 12:00-4:00 p.m.	48 Capen Blvd. Buffalo, N.Y. 14214 (716) 832-7319 5:00-7:00 p.m.
College FL Curriculum	Madeleine Y. Ortoleva	Skidmore College Dept. of Modern Languages and Literatures Saratoga Springs, N.Y. 12866 (518) 584-5000 Ext 384 9:00 a.m.-4:00 p.m.	Mann Road Ballston Spa, N.Y. 12020 (518) 885-4632 5:00 p.m.-10:00 p.m.
College FL Curriculum	Gerd K. Schneider	Syracuse University German Department Syracuse, N.Y. 13210 (315) 423-2046 Tues.-Thurs. 9-11, Wed. 9-12	306 Bradford Parkway Syracuse, N.Y. 13224 (315) 446-3894 After 7:00 p.m.
Colloquium	Robert Sherburne	Cazenovia Central School Green Street Cazenovia, N.Y. 13035 (315) 655-3444 Ext. 42 2:00-4:00 p.m.	2 Evergreen Lane Cazenovia, N.Y. 13035 (315) 655-3904 6:00-11:00 p.m.
Coordinator of Committees	Warren C. Born	ACTFL 2 Park Avenue New York, N.Y. 10011 (212) 689-8021 9:00 a.m.-5:00 p.m.	4-45 Plaza Road Fair Lawn, N.J. 0 410 (201) 791-7360 After 7:30 p.m.
Community & Junior Colleges	Patricia M. Curtin	Onondaga Community College Syracuse, N.Y. 13214 (315) 469-7741 Ext. 305 Mon., Wed., Fri. – 8:30-7 p.m.	93 Virginia Street Waterloo, N.Y. 13165 (315) 539-2641 Tues., Thurs. all day & evening
Community & Junior Colleges	George J. Gravrogkas	Hudson Valley Comm. College Troy, N.Y. 12180 (518) 283-1100	9 Sage Hill Lane Menands, N.Y. 12204 (518) 462-3485 Late evenings
Constitution Revision	Sister Eileen Regina Leonard	Cathedral High School 350 E. 56 Street New York, N.Y. 10022 (212) 688-1545 After 1:30 p.m. Hours vary during day	Grace Institute 1233 Second Avenue New York, N.Y. 10021 (212) 832-7605/7606/8151 Every evening after 6:00, except after 8:00 Tues. and Thurs.

COMMITTEE	NAME	SCHOOL INFORMATION	HOME INFORMATION
Culture in the Classroom	Helene Combopiano	West Junior High Binghamton, N.Y. 13905 (607) 797-1271 10:15-10:45, 11:45-12:30, 2:15-2:55, 3:00-3:30	71 Grand Blvd. Binghamton, N.Y. 13905 (607) 729-2775 4:30-6:00 p.m. 8:00-10:00 p.m.
Culture in the Classroom	Liliane Lazar	Great Neck North S.H.S. 35 Polo Road Great Neck, N.Y. 11023 (516) HU2-8650 Ext. 523 Whenever –	37 Hill Lane Roslyn Heights, N.Y. 11577 (516) MA1-8703 Whenever –
Early FL Experience	Serge A. Nepo	Northport Junior H.S. Laurch Avenue Northport, N.Y. (516) AN1-9000 9:00 a.m.-4:00 p.m.	1-A Hill Top Drive Bayville, N.Y. 11709 (516) 628-2388 Evenings
External Affairs	Willard T. Daetsch	Ithaca College Ithaca, N.Y. 14850 (607) 274-3311 9:00 a.m.-5:00 p.m.	1344 Darby Road Ithaca, N.Y. 14850 (607) 273-1260 Evenings
Fees	Gertrude Rossin		53 E. Maple Avenue Suffern, N.Y. 10901 (914) 357-1818 Mornings and evenings
Financial Review	Jean F. Whalen	College of St. Rose 432 Western Avenue Albany, N.Y. 12203 (518) 471-5175 Tues., Thurs. 11-11:45 a.m. Messages 8:30 a.m.-12:30 p.m.	(Same as school) (518) 471-5133 8:00 p.m.-midnight Messages may be left at 471-5190
Historian	Gertrude Rossin		53 E. Maple Avenue Suffern, N.Y. 10901 (914) 357-1818 Mornings and evenings
Immersion	Richard E. Hartzell	Pomona Junior H.S. Pomona Road Suffern, N.Y. 10901 (914) 356-4100 9:00 a.m.-12:00 p.m.	8 Birchwood Drive Goshen, N.Y. 10924 (914) 469-9591 Evenings and weekends
Legislation	Harriet F. Friedlander	Bedford Central Schools Mt. Kisco, N.Y. P.O. Box 180 Mt. Kisco, N.Y.	790 Hardscrabble Road Chappaqua, N.Y. 10514 (914) 238-3536 9:00 a.m.-10:00 p.m.

COMMITTEE	NAME	SCHOOL INFORMATION	HOME INFORMATION
Legislation	Peter K. Mitchell, Jr.	Centereach High School 14-43rd Street Centereach, N.Y. 11720 (516) 737-4163 8:00 a.m.-2:00 p.m.	199 Birchwood Road Medford, N.Y. 11763 (516) 698-3216 6:00-11:00 p.m.
Less-Able Student	Nancy McMahon	Cazenovia High School Foreign Language Dept. Cazenovia, N.Y. 13035 (315) 655-3444 10:45-11:30 a.m. 2:00-3:15 p.m.	RD #1 East Freetown, N.Y. 13055 (607) 836-6482 After 6:00 p.m.
Less-Able Student	Ella Schwartz	Woodlands High School 475 W. Hartsdale Avenue Hartsdale, N.Y. (914) 761-6000 Ext. 281 7:45-8:30 a.m., 10:10- 10:50 a.m., 12:30-1:50 p.m.	6555 Broadway Bronx, N.Y. 10471 (212) 884-0950 Usually 5:00 p.m.
Materials Bank Selection	Charles H. Beckwith	Kingston High School 403 Broadway Kingston, N.Y. 12401 (914) 331-1970 8:30 a.m.-3:30 p.m.	199 Clifton Avenue Kingston, N.Y. 12401 (914) 338-0993 7:00-10:30 p.m.
Materials Bank Selection	Andrew A. Merola	Roslyn Junior H.S. Roslyn Heights, N.Y. 11576 (516) MA1-4900 8:00 a.m.-3:00 p.m.	60-52 59 Drive Maspeth, N.Y. 11378 (212) 326-1642 5:00-11:00 p.m.
Meeting with CAES	Marcella DeMuth	John F. Kennedy H.S. Kennedy Drive Plainview, N.Y. 11803 (516) 938-5400 12:30-4:00 p.m.	137 Northfield Road Hauppauge, N.Y. 11787 (516) 234-2303 8:00-10:00 p.m.
Membership	Jean A. Cappellino	410 Alexander Street Rochester, N.Y. 14607 325-4560 Ext. 433 8:00 a.m.-4:30 p.m.	61 Netherton Road Rochester, N.Y. 14609 288-5628 5-7 p.m. or 7-10 p.m.
Membership	Eleanor Lehman	Valley Stream North H.S. 750 Herman Avenue Franklin Square, N.Y. 11010 (516) 824-2253 Before 10 a.m. – after 2 p.m.	321 Lewis Avenue Woodmere, N.Y. 11598 (516) 295-2579 or (212) 249-0686 After 6:00 p.m.
Nominating	Marcella DeMuth	John F. Kennedy H.S. Kennedy Drive Plainview, N.Y. 11803 (516) 938-5400 12:30-4:00 p.m.	137 Northfield Road Hauppauge, N.Y. 11787 (516) 234-2303 8:00-10:00 p.m.

COMMITTEE	NAME	SCHOOL INFORMATION	HOME INFORMATION
NYSCEA Delegates	Charles H. Beckwith	Kingston High School 403 Broadway Kingston, N.Y. 12401 (914) 331-1970 8:30 a.m.-3:30 p.m.	199 Clifton Avenue Kingston, N.Y. 12401 (914) 338-0993 7:00-10:30 p.m.
NYSCEA Delegates	Peg Hughes	Troy High School 1950 Burdett Avenue Troy, N.Y. 12180 (518) 271-8617 8:00-2:15 Leave message	13 Madrid Court Clifton Park, N.Y. 12065 (518) 371-6924 4:00-10:00 p.m. Weekends 9 a.m.-10 p.m.
Placement Service	Margarita B. Dick	Albertus Magnus H.S. Route 304 & Germonds Rd. Bardonia, N.Y. 10954 (914) 623-8842 8:00 a.m.-2:30 p.m.	7 April Lane Nanuet, N.Y. 10954 (914) 623-4850 7:00-11:00 p.m.
Professional Courtesy	Willard T. Daetsch	Ithaca College Ithaca, N.Y. 14850 (607) 274-3311 9:00 a.m.-5:00 p.m.	1344 Darby Road Ithaca, N.Y. 14850 (607) 273-1260 Evenings
Projects Research	Helene Loew	SED (518) 474-5927 8:30 a.m.-4:30 p.m.	75 E. Main Street Fonda, N.Y. 12068 (518) 853-3015 After 10:00 p.m.
Publications	Anthony Papalia	553 Baldy Hall SUNY at Buffalo Amherst, N.Y. 14260 (716) 636-2451 9:00 a.m.-5:00 p.m.	610 Baseline Road Grand Island, N.Y. 14072 (716) 773-1066 After 7:00 p.m.
Publications	Joseph A. Tursi	SUNY at Stony Brook Dept. French-Italian Stony Brook, N.Y. 11794 (516) 246-8676 Tues., Thurs. - 11 a.m.-4 p.m. Wed. - 11 a.m.-2 p.m.	11 Raven Drive Commack, N.Y. 11725 (516) 543-9491 6:00-11:00 p.m.
Public Relations	Louis D'Angelo	R.L. Thomas H.S. 800 Five Mile Line Road Webster, N.Y. 14580 (716) 671-1880 8:00 a.m.-4:00 p.m.	117 Canton Street Rochester, N.Y. 14606 (716) 254-5505 Evenings
Public Relations	Jeannette Marchant	R.L. Thomas H.S. 800 Five Mile Line Road Webster, N.Y. 14580 (716) 671-1880 7:45 a.m.-3:30 p.m.	74 S. Estate Drive Webster, N.Y. 14580 (716) 872-3533 After 3:30 p.m.

COMMITTEE	NAME	SCHOOL INFORMATION	HOME INFORMATION
Regents Study	Francine Johnston	Great Neck North S.H.S. 35 Polo Road Great Neck, N.Y. 11023 (516) HU2-8650 Ext. 523 After 1 p.m. or before 9 a.m.	15 Orange Drive Jericho, N.Y. 11753 (516) 433-2432 Any time
Regional Conferences	Maryalice D. Seagrave	N. Tonawanda S.H.S. 405 Meadow Drive N. Tonawanda, N.Y. 14120 (716) 694-3200 Ext. 273 9-9:45 a.m., 2:45-3:30 p.m.	350 Warwick Avenue Buffalo, N.Y. 14215 (716) 833-0437 5:00-11:00 p.m.
Resolutions	Geraldine O'Neill	Horace Greeley H.S. 70 Roaring Brook Road Chappaqua, N.Y. 10576 (914) 238-3911 Ext. 302 Leave message	Twin Fawn Lane Pound Ridge, N.Y. 10576 (914) 764-5651 After 6:00 p.m.
Scholarship	Kay Lyons	Half Hollow Hills H.S.-E. 50 Vanderbilt Parkway Dix Hills, N.Y. 11746 (516) 549-6708 7:30 a.m.-2:00 p.m. Leave message	38 Andover Drive Deer Park, N.Y. 11729 (516) 586-8692 After 5:00 p.m.
Sister Cities	Liliane Wilk	Penfield High School Penfield, N.Y. 14526 (716) 586-7170 Ext. 110 7:40 a.m.-3:00 p.m.	1003 Winton Road, N. Rochester, N.Y. 14609 (716) 288-2711 After 5:00 p.m.
Student Affiliate	Harriet Barnett	Dobbs Ferry Middle School Broadway Dobbs Ferry, N.Y. 10522 (914) 693-1500 8:00 a.m.-3:00 p.m.	306 Clinton Avenue Dobbs Ferry, N.Y. 10522 (914) 693-0474 4:00-9:00 p.m.
Student Affiliate	Shirley Sherburne	Gillette Road Middle School R.D. 4 Clay, N.Y. 13041 (315) 699-2777 7:45 a.m.-3:15 p.m.	1015 Seventh Street, A-1 Liverpool, N.Y. 13088 (315) 451-5577 7:00-9:00 p.m.
Supervision	Muriel Goldstein	Boardman Junior H.S. Alice Avenue Oceanside, N.Y. 11572 (516) 678-1200 Ext. 298 8-10:30 a.m.; Ext. 288 or 262 1:00-3:00 p.m.	599 De Mott Avenue Baldwin, N.Y. 11510 (516) BA3-0825 4:30-10:00 p.m.
Supervision	Pearl M. Warner	Hillcrest High School 160-05 Highland Avenue Jamaica, N.Y. 11432 (212) 658-5407 11:15-12:30 and 1:15-3:15 p.m.	68 Harriman Avenue Hempstead, N.Y. 11550 (516) 481-9591 7:00-10:00 p.m.

COMMITTEE	NAME	SCHOOL INFORMATION	HOME INFORMATION
Teacher Preparation	Charles R. Hancock	Dept. of Teacher Education ED 112 – SUNYA 1400 Washington Avenue Albany, N.Y. 12222 (518) 457-3833 9:00 a.m.-5:00 p.m.	20 Ormond Drive Schenectady, N.Y. 12309 (518) 869-7439 5:00-10:00 p.m.
Teacher Preparation	Susan M. Losee	SUNYA – Ed. 112 1400 Washington Avenue Albany, N.Y. 12222 (518) 457-3832 8:00 a.m.-4:00 p.m.	RD 2, Box 81 Valatie, N.Y. 12184 (518) 758-7306 7:00-10:00 p.m.
Tellers	Peg Hughes	Troy High School 1950 Burdett Avenue Troy, N.Y. 12180 (518) 271-8617 8:00 a.m.-2:15 p.m.	13 Madrid Court Clifton Park, N.Y. 12065 (518) 371-6924 4:00-10:00 p.m. Weekends 9 a.m.-10 p.m.
TESOL and Bilingual Education	Richard L. Light	School of Education SUNY at Albany Albany, N.Y. 12222 (518) 457-3833 – Days	21 Chinquapin Avenue East Greenbush, N.Y. 12061 (518) 477-8044 – Evenings
Travel	Neaves C. Holmwood	Lackawanna Senior H.S. 550 Martin Road Lackawanna, N.Y. 14218	5458 Chestnut Ridge Road Orchard Park, N.Y. 14218 (716) 662-3365 7:00-10:00 p.m.
Travel	Angela Jones	Waterloo Central School Center Street Waterloo, N.Y. 13165 (315) 539-2246 7:30 a.m.-3:15 p.m.	55 Center Street Waterloo, N.Y. 13165 (315) 539-3448 After 3:30 p.m. or weekends
Multimedia	William R. Muller	Ridgewood Jr. High School 93 Queens 11227 (212) 821-4882 9:00-3:00 (leave message)	67-20 65th Place Glendale, Queens 11227 (212) 386-0194 (Evenings)

I WOULD LIKE TO GET INVOLVED IN THE FOLLOWING ACTIVITIES OR COMMITTEES

My Name Is _____

Address _____

Please mail this information to: Warren C. Born
ACTFL
2 Park Avenue
New York, N.Y. 10016

NOMINATIONS

The Nominations Committee needs your help! The following positions are open for 1979.

First Vice-President
Second Vice-President
Secretary
Directors: 1 from New York City Region
1 from Mid-Hudson Region
2 from Capital Region
1 from Buffalo Region
1 from Syracuse Region
1 Student Director-at-large for one year term
Member-at-large of the Nominating Committee
Delegate and Alternate to ACTFL
Delegate and Alternate to NFMLTA

QUALIFICATIONS:

"Vice Presidents shall have had experience teaching a foreign language or preparing teachers; they must have belonged to NYSAFLT for a minimum period of five years, and shall preferably have had prior service on the Board of Directors."

"Nominees for the position of Director shall have demonstrated active leadership on NYSAFLT committees, workshops, and regional meetings; and shall have been members of NYSAFLT for a minimum of three consecutive years. Without having a set formula from institutions of elementary, secondary or higher education, the Nominating Committee will attempt to provide balance and variety in the experience of the Board of Directors. Nominees for the Student Directorship shall be full-time college/university students and current members of NYSAFL at the time of election."

Please send before March 20, 1978, names, institution, and a resume of professional experience of persons you would like to see nominated to:

Marcella DeMuth
137 Northfield Road
Hauppauge, New York 11787

Planning for the 1978 Colloquium is beginning this month. The meeting, co-sponsored by the State Education Department and NYSAFLT, will be held on May 5, 1978. If you are interested in attending, please contact the Chairperson, Robert Sherburne, 2 Evergreen Lane, Cazenovia, N.Y. 13035.

JOIN OR REJOIN NOW! NYSAFLT NEEDS YOUR SUPPORT!

NEW YORK STATE ASSOCIATION OF FOREIGN LANGUAGE TEACHERS (NYSAFLT)
Membership Application and Change of Address Form

Family Name _____ First Name _____
(Nuns are requested to use Family Name)

Street No. _____ City & State _____ Zip _____ County _____

School _____ Address _____ City _____

Home Telephone: (area code) _____ State _____ Zip _____

Please indicate the Language(s) you are now teaching by checking the appropriate box(es).

1. FRENCH	☐	1. ELEMENTARY	☐
2. GERMAN	☐	2. MIDDLE SCHOOL	☐
3. ITALIAN	☐	3. JUNIOR HIGH	☐
4. LATIN	☐	4. SENIOR HIGH	☐
5. SPANISH	☐	5. COMMUNITY COLLEGE	☐
6. ESL–BILINGUAL	☐	6. COLLEGE	☐
7. OTHER _____ (Specify)	☐	7. OTHER _____ (Specify)	☐

FOREIGN LANGUAGE CHAIRMAN ☐

Are you a new member?
YES ☐ NO ☐

Indicate if above address is different from one given NYSAFLT last year.
YES ☐ NO ☐

RETURN TO:
R. LUDWIG
1102 ARDSLEY ROAD
SCHENECTADY, N.Y. 12308

MEMBERSHIP FROM SEPT. 1, 1977 TO AUGUST 31, 1978

☐ Regular Dues	$ 7.00
☐ Full-time Student Dues	$ 2.00
☐ Associate Dues (Paraprofessional or less than 1/2 time teaching)	$ 4.00
☐ Joint Dues (Husband & Wife)	$10.00
☐ Retired Dues	$ 2.00
☐ Life (25 times the annual dues for Regular, Joint or Retiree)	

AMENDMENTS TO THE CONSTITUTION AND BYLAWS

ARTICLE VII – BOARD OF DIRECTORS

Section II – Membership

The Board of Directors shall consist of the officers of the Association, nineteen Directors, and the immediate Past President.

Section III – Tenure

The tenure of office of the Directors shall be for three years with the exception of the student director who shall serve for one year only. One-third of these Directors shall be retired annually with the following exceptions:

A. In the 1978 elections (for terms beginning 1 January 1979), one Director from the Capital region shall be elected for a three-year term and one for a four-year term.

B. In the 1979 elections (for terms beginning 1 January 1980), one Director from the Westchester region shall be elected for a three-year term and one for a four-year term.

C. In the 1980 elections (for terms beginning 1 January 1981), one Director from the Rochester and Long Island regions shall be elected for a three-year term and one for a four-year term.

The Nominating Committee shall determine, by lot, which slate of candidates shall be for the three-year term and which for the four-year term.

Section IV – Qualifications

Nominees for the position of Director shall have demonstrated active leadership on NYSAFLT committees, workshops, and regional meetings; and shall have been members of NYSAFLT for a minimum of three consecutive years. Nominees for the student directorship shall be full-time college/university students and current members of NYSAFLT at the time of election.

ARTICLE IX – STANDING COMMITTEES

Delete C. I. m. – Individualization
Reletter C. I. n. Multi-Media C. I. m.
(Date of Implementation: January 1978)

Section I – Nominating Committee

The Nominating Committee shall consist of:

A. Two ex-officio members
   1. The immediate Past President; and
   2. One member of the Board of Directors, elected by the Board, representing a region other than that of the Past President.

B. Seven members-at-large elected by the members present at the Annual Meeting. Election shall be from a slate of 12 presented by the Nominating Committee and additional nominations made from the floor. All candidates shall have been members of NYSAFLT for a minimum of two consecutive years.

The chairperson of the Nominating Committee shall be elected by committee members during the Annual Meeting.

(Date of Implementation: January 1978)

BY-LAWS

ARTICLE IV – DUTIES OF THE STANDING COMMITTEES

Delete Section XXIV – Committee on Individualization of Instruction.

(Date of Implementation: January 1978)

Important Publication Now Available

Options for the Teaching of Foreign Languages, Literatures, and Cultures (Kathryn Buck and Warren Born) The result of a survey of all foreign language departments in junior/community colleges, four-year colleges, and universities, this three-part publication includes: (1) data on more than 1650 courses of a career-related, community-related, interdisciplinary, or innovative nature; (2) narrative descriptions of approximately 80 of these courses or programs; and (3) an index of the institutions represented in Part I. 403 pp.; offset; paperback.

ACTFL Materials Center
2 Park Avenue
New York, N.Y. 10016

THE 1977 PRESIDENT'S REPORT

1977 was the last year of the sixth decade of the existence of the New York State Association of Foreign Language Teachers. We recognized and celebrated the sixtieth birthday of our group – sixty years of growth. Each decade has brought changes, even a name change, but the basic aim of service to language teachers and students has never swerved.

Why me? That was a question I was to ask myself countless times during the year of my presidency. That query reechoed in my mind repeatedly even before the year began. Prospects appeared so dreary in the fall of 1976 that I had uneasy thoughts of what label history might pin on the year of my presidency – Seagrave's submission, Seagrave's surrender, Seagrave's subjugation. The pervading negativism had to be disspelled. The Board of Directors left the final meeting of 1976 armed with two weapons – a theme, "Reach Out and Make Language Live by Using It!" and two ditto sheets of verbs for POSITIVE action which spelled out *REACH!* It was a Pollyanna approach and it was to be reiterated throughout the year in such phrases as "this too shall pass," and "look around you and see if you can't find something to be thankful for." *Reach out* was soon a catch phrase. Board meetings, letters, telephone conversations were punctuated with "We're reaching out," "Thank you for reaching out," "We've reached out again." Even the Bureau of Foreign Languages Education adopted it for its series of spring meetings.

We had set a goal in which every member could share. We had set a goal toward which progress was both attainable and discernible. Consequently, positive reinforcement occurred and we enjoyed the feeling of instant reward each time that we had reached out further. As the year ended, it seemed likely that it would bear a more optimistic label than had seemed foreordained for it a year ago.

"Reach out" was never intended to be an on paper goal only, nor was it expected to be *my* goal or the *Board's* goal alone. It was meant to be the goal of everyone of us. As I attended regional meetings around the state last spring I tried to spread this message. This was the definition I presented:

> "In its simplest interpretation, "Reaching Out" means that NYSAFLT wants to help you cope with today's problems with all the means it has at its disposal but that you also must initiate methods of reaching out, that you also must seek means for positive reinforcement of your role as teacher of the whole child, and that you must communicate your needs to us."

What I feared was that each of us might just sit back and assume a "let George do it attitude." This would have been fatal. The Board knew that we – the total membership – had to do it together.

"Reaching out" called for courageous action on the part of the Board. It was to mean decisive and incisive action as we cut away the old and useless parts of our program and implanted new and vigorous parts. As the year draws to a close, we feel that we have *reached out*. We feel we have made a personal contact with more of our members than ever before.

What are some of the tangible results?

1. After a year of declining membership, returns were running well ahead of the pattern for last year. By mid-December we had over 2000 members.

2. Annual Meeting attendance was up over last year's. Over 800 were in attendance.

3. There were more exhibitors at the Annual Meeting than in 1976 – 56 of them.

4. The attendance at the 1977 Colloquium was the largest ever.

5. The Northern Region was divided into two sections for purposes of Regional Meetings and this fall the first Northeast Regional Meeting was held. The widely separated membership in the Northern Region will now have a choice of two meetings – the Northeast in the fall and the Northwest in the spring.

6. The Buffalo Regional moved 80 miles south of the metropolitan area in order to reach the southwestern corner of the state as well as our colleagues in Pennsylvania. 1900 invitations were sent out.

7. The Board dared to abandon the format of the Live-In Weekend in May and the Summer Workshop in August and to adopt instead the open-ended concept of in-service workshops on *demand*. Two emerged this past year, the Immersion Training program in May and the College Seminar in April.

8. Conversations have continued with CAES in the hope of holding a joint meeting in 1979.

9. Once again we reached across the border and cooperated with our Canadian colleagues – this time in a triple conference with the Ontario Modern Language Teachers Association and the Canadian Association of Second Language Teachers.

10. At long last, thanks to the Concord weekend raffles, there was enough money in the Scholarship Fund to award one $50.00 student scholarship in each of the ten regions. Next year the scholarships will be worth $100.00.

11. Another first – four Teacher Recognition

Grants were awarded. These were small in monetary value, but we hope they were sufficient to encourage the teacher to continue with the project.

12. Last spring the Articulation Committee completed and compiled the findings of a milestone survey of secondary schools and this fall extended the survey to post-secondary institutions.

13. More use has been made of our Distinguished Public Service Award. To name just two instances, WNED (Educational TV) and the Corning Glass Foundation were both honored. A new award, the Civic Administrator's Award, was given to Frank Lamb, councilman-at-large for the City of Rochester.

14. Astounding sales for our "Why Study Foreign Languages?" filmstrip and cassette made that our longest *reach* into hundreds of schools.

15. At the Annual Meeting we placed on the educational materials market two new publications which we hope will reach everyone from student to Board of Education member – "The Foreign Languages in Careers Handbook" and the "Language Day/Fair" filmstrip and cassette.

16. The Placement Service continued to make job information available.

17. The Student Affiliate, seemingly deceased for a year, was revived. Almost 300 students were enrolled and two newsletters published.

18. Twenty members participated in an overnight Total Immersion Program training session. From this came a reasonable number of student immersion camps throughout the state. A special ad hoc committee headed by Richard Hartzell is investigating the possibility of NYSAFLT sponsored regional and/or statewide student immersion programs.

19. During the past year we have sent representatives or teams to the meetings and workshops of other professional organizations. These included:

- New York State Association of Special Education Teachers and Art Teachers
- THE7 Conference
- committee meetings and the Summer Workshop of the Arts in General Education
- NYSCEA's functions – assembly meetings, presidents' sub-council meetings, and the Leadership Workshop
- the Northeast Conference
- the NSAILP Annual Meeting
- the ACTFL Conference
- the NFMLTA Meeting
- the Commissioner's and Regents' Regional Conferences
- the State Education Department meetings on the mandates

Our relationships and interactions with other professional groups extended far beyond "foreign language groups."

20. The Association remained deeply involved with the new state curriculum guide.

21. The Executive Committee continued to meet with the Bureau of Foreign Languages Education and with Dr. Vivienne Anderson and other leaders in the State Education Department.

I began with references to *my* year and *Seagrave's* surrender, but I hope the report has made it clear that, whatever the accomplishments of the year are, they are the result of cooperative efforts; this is a review of what *we* did *together.* None of this would have happened without the support and cooperation of hundreds of people. Proof of this is in the more than 400 names in the Annual Meeting program, in the membership on ad hoc and standing committees, and in the numbers who have attended any of the meetings held throughout the state. For every member working on center stage, there were dozens of support personnel in the wings.

Involvement, commitment, and *dedication* hold the key to the success of an organization such as ours and these three qualities are what hundreds gave this past year. *Together we did reach out!*

Thank you,
Maryalice Seagrave

Helene Z. Loew Elected to Executive Council of ACTFL

Congratulations are extended to Helene Z. Loew on her recent election to the Executive Council of ACTFLT. Helene has been a member of our Board of Directors. She is currently an Associate in German at the Bureau of Foreign Languages, State Education Department.

"Together We Did Reach Out"

The successes of the 1977 accomplishments of the Association are due to the active involvement of dedicated people who served on the standing and ad hoc committees of the Association. Their efforts have been appreciated. Special thanks are given to the many professionals involved in each committee and to the following chairpersons:

COMMITTEE	CHAIRPERSONS	SCHOOL
Annual Meeting	Robert Sherburne	Cazenovia Central
Articulation	John Webb	Promono Junior High
	Joseph Wiecha	SUCNY at Oswego
Arts in General Education	Sharon Moore	Irvington H.S.
Awards	Elizabeth Demkes	North Syracuse Central Schools
Budget	Bernard Pohoryles	Pace University
Calendar	Marcella DeMuth	H.B. Mattlin J.H.S.
Careers	M. Bernard Kerman	Huntington H.S.
	Ida Nelson	Uniondale H.S.
	Alain Blanchet	Bureau of Foreign Language Education
Classics	Paul J. Becker	Cheektowaga Central
	Emily H. McDonald	Scarsdale H.S.
College FL Curriculum	Madeline Ortoleva	Skidmore College
	Gerd Schneider	Syracuse Union
Committees Coordinator	Warren Born	ACTFL
Community and Junior Colleges	Richard Brod	Modern Language Association
	Georgia Schneider	Onondaga Community College
Constitution Revision	Joan Freilich	College of New Rochelle
Culture	Helene Combopiano	West J.H.S.
	Liliane Lazan	J.L. Miller North S.H.S.
Early Foreign Language Experience	Serge Nepo	Northport J.H.S.
	Linda Turner	Twelve Corners Middle School
External Affairs	Stephen L. Levy	High School Division
Financial Review	Anthony Mistretta	Lishakill J.H.S.
Historian	Gertrude Rossin	
Legislation	Charles Blake	New Rochelle H.S.
	Joseph Zampogna	Clarence S.H.S.
Less-Able Student	Nancy Price	Cazenovia H.S.
	Ella Schwartz	Woodlands H.S.
Materials Bank Selection	Joan Maloney	Horseheads H.S.
	Linda Kelley	Horseheads H.S.
Meeting with CAES	Maryalice Seagrave	North Tonawanda S.H.S.
Membership	Frances L. Raucci	Highland H.S.
	Patricia Sweet	James Farley Middle School
Multi-Media	Allen Remaley	Saratoga Springs Jr.-Sr. High
Nominating	Maryalice Seagrave	North Tonawanda S.H.S.
NYSCEA Delegates	Charles H. Beckwith	Kingston H.S.
	Frank Cicero	Guilderland Central Schools

COMMITTEE	CHAIRPERSONS	SCHOOL
NYSAFLT Student Immersion Camps	Richard Hartzell	Ramapo S.H.S.
Placement Service	Margarita Dick	Albertus Magnus H.S.
Projects Research	Helene Loew	State Education Department
Publications	Anthony Papalia Joseph A. Tursi	SUNY at Buffalo SUNY at Stony Brook
Public Relations	Jeannette Marchant Russell C. Webber	R.L. Thomas H.S. Penfield S.H.S.
Regents Study	Enrique H. Miyares Paul E. Dammer	Bennett H.S. Bureau of Foreign Language Education
Regional Conferences	Richard I. Javert	Williamsville Central Schools
Regional FL Organizations	Herbert Wilkens	Albany H.S.
Resolutions	Bro. Bernard Hanson	
Scholarship	Charles Blake	New Rochelle H.S.
Site	Willard Daetsch	Ithaca College
Student Affiliate	Harriet Barnett Shirley Sherburne	Dobbs Ferry Middle School Gillette Road Middle School
Supervision	Jean Cappellino Joan Miller	Northport S.H.S.
Teacher Preparation	Charles R. Hancock Sonia Spencer	Department of Teacher Education Dept. of Internat'l. Comm. & Culture
Tellers	Evelyn J. Petrick	West J.H.S.
TESOL and Bilingual Education	Maria Ramirez Angelo Gimondo	State Education Department
Travel	Neaves Holmwood	Lackawanna Senior H.S.
Sister Cities	Liliane Wilk	Penfield H.S.

Forms for the 1978 Student Scholarship Award are available from:

Kay Lyons
38 Andover Drive
Deer Park, N.Y. 11729

OR

at your Regional Meeting

Deadline for filing applications with your Regional Director:

March 31, 1978

MEETING THE CHALLENGE OF THE MULTI-LEVEL CLASS

Stephen L. Levy, NYC Board of Education

Multi-level classes have long been a part of the foreign language program in many schools. Teachers of certain languages have not known any other way of life but that of the multi-level class. However, with the present state of fiscal crises in education, coupled with a decreasing number of students studying foreign languages, or more particularly, certain foreign languages, there has been a proliferation of multi-level and even multi-language classes in our schools.

While we all agree that the multi-level class does not provide the most desirable teaching situation, nor one which will necessarily yield optimum results, we must recognize that it reaffirms the commitment of foreign language teachers to the education of today's youth and demonstrates their willingness to sacrifice and to implement their special talent and ingenuity in the teaching of our students.

Why do we have multi-level and/or multi-language classes? Let me offer some of the possible reasons:

1. attrition in enrollment which is caused by lessened interest in certain languages;
2. small junior and senior high school with limited enrollments;
3. beginning the offering of a particular language with too few students enrolled who will demonstrate a commitment to continue into the next level of instruction;
4. programming or scheduling problems in a particular school which causes the foreign language course to become the "victim" when students are torn between two singleton classes which are scheduled for the same time slot;
5. providing for "repeaters" or "special" groups which are small in number and which ultimately lead the students to drop or change courses. This decreases the nucleus group which is needed to maintain a homogeneous group.

Whichever way we slice it, we are left with a difficult but challenging instructional assignment. Yet we must accentuate the positive because those students who are enrolled in these courses demonstrate THEIR commitment to continue with the course. As professional educators we have a moral commitment to offer a sequence once students have opted for and begun the sequence. It is important to remember that this sacrifice and challenge which faces us can be translated into good public relations for the foreign language department and the school. The world of multi-level classes affects the total school community which includes the students, teachers, parents, the foreign language department and the administration.

Very frequently the offering of a multi-level class in foreign language represents a victory for the foreign language department over the school administration. More often than not, principals, as the chief administrators of their schools, establish a number which becomes the thread of life between offering or cancelling a course. To convince administrators that such a course of action as the multi-level class is a viable solution to what the principal sees as a purely administrative problem, is a considerable feat to accomplish. It can become the key that opens the door that demonstrates the flexibility of the foreign language staff and their dedication to the educational pursuits of the students. We all know that it is better to offer French or German level 4 in combination with a level 3 course than to see the advanced level permanently erased from the list of course offerings of the school curriculum.

I am not taking a Pollyanna view of this condition. I have taught both multi-level and multi-language courses and am the first to admit that it is a difficult and enervating experience. However, as a result of this experience, I also know that it can be a gratifying, satisfying, rewarding, challenging and delightful experience for the teacher as well as for the students.

Well, how do you approach this challenge when you see that you are scheduled to teach a multi-level class? Few textbooks, if any, on foreign language instruction, deal with this topic. Usually the teacher must muster up all the ingenuity, creativity and stamina possible and deal with this multi-level class on a trial and error basis. The initial thought of treating the group as one class can be a dangerous option, even where the differences in ability may be minimal such as between a level 4 and 5 class. Each of our students is different and unique and has different levels of expectation in the courses for which he/she has registered. To homogenize them and bottle them in one container can have a disastrous effect on the registration pattern next semester or next year.

What can you do then? First, do create a large group ambience, a spirit of camaraderie and a sense of

belonging among the students. There are many culture and enrichment activities in which the entire class can participate. This also stimulates student motivation and interest. Second, learn how to best organize your class so that optimum use is made of class time. The different groups within the class should always know what they should be doing, where they should be in the room and that although you may be working with another group or a particular student at the moment at which they want your attention, there is a specific time set aside for them. Don't give them the feeling that you are cheating or depriving them of their right to your attention and expertise – they are not and should not be made to feel that they are half-time students receiving half-time instruction. If they do develop this syndrome, their level of expectation and performance will also be half and you will then share their frustration and disappointment, not to mention the backlash of complaints you will undoubtedly hear from the home.

Another means of accentuating the positive is to institute a system of peer teaching, student tutors or buddies. Students in the different levels that comprise the class can be used to help their classmates and you to meet the specific needs of all of the students. Peer teaching can be a rewarding experience for students because it reinforces and highlights their positive qualities and is a source of recognition of their mastery of the language and their willingness to share this knowledge with their classmates. Students from other classes can also be encouraged to participate in the peer teaching program, both in the class when it meets and in the cafeteria, study halls or department office during their unassigned periods.

Naturally, a program of differentiated staffing would be an invaluable aid in the multi-level class. Para-professionals, student teachers and interns, working with small groups in the same or different rooms would strengthen and raise the amount and level of instruction and learning in this class while easing the physical output by the assigned teacher. Remember that even in a school that is fortunate enough to have differentiated staffing in these days of budgetary cutbacks, it is the teacher who is responsible and accountable for the planning, implementation, supervision and evaluation of the learning that takes place. Native informants, secured through a school-wide inventory of special abilities or talents of students, teachers, parents and other members of the community can also provide a cadre of volunteers who can help you to meet the individual needs of the students in this varied class.

The individualized classroom with learning activity packets and small group instruction is the natural means of dealing with the multi-level class. However, such a program requires carefully thought-out structure, planning and writing by the teacher. The organization of a program of individualized instruction is a painstaking and time-consuming task which may not necessarily be suited to the teaching/learning styles of the teacher or students. I have used this organization effectively in a level 3 multi-language class of French and Spanish and it suited the needs of that particular group of students. It was a new approach for them to work either individually or in small groups with LAPs and audio-visual equipment and they accepted the responsibility for their learning and performed admirably.

Media in the form of tapes, cassettes, and visuals of all types, including a super-abundance of dittoed worksheets, are an integral part of the multi-level class because you cannot be working with or directing the entire class at the same time. Books of materials, many of which contain ditto masters on vocabulary, structure, reading and culture, offer the teacher some respite in the actual creation and preparation of "supplementary" materials which become "basic" materials in this type of class. You should, of course, exercise caution and good judgment before using these materials – the fact that they are readily available does not automatically make them suitable for your students or the objectives of your course.

It would be a gross understatement to say that the students in a multi-level class are being deprived of "time" – time for instruction, review, reinforcement, clarification, explanation, encouragement and supplementary work. I say this because the teacher of a multi-level course is usually giving his/her lunch time, preparation time, or time before or after school to work with the students in this class. The old adage of "no rest for the weary" is an apt adage to describe the teacher of the multi-level class.

Until such time as school budgets are capable of carrying small size classes, and foreign language study receives its rightful and important place in the school curriculum and on the list of priorities of administrators and local school boards, the multi-level language class will be a natural and prevalent part of our structure. Innovative, dynamic and effective teaching of these classes will have a positive effect on registers and student interest in further language study. Hopefully, in the not too distant future our tables of organization will reflect classes in which the students and the teachers are channeling their total efforts into single-level classes rather than juggling lesson plans, audio-visual equipment and dittoed sheets for the multi-level foreign language class.

*A paper presented at the 1977 Annual Meeting of NYSAFLT.

INTERVIEWS WITH TEACHERS

INITIATING AND CARRYING OUT SMALL GROUP LEARNING IN THE FOREIGN LANGUAGE CLASSROOM

Anthony Papalia, SUNY at Buffalo

It is commonly accepted that people learn differently, that effective teaching requires the use of a variety of approaches rather than the development of one style or routine, and that active involvement is highly desirable in learning. Therefore, to maximize students' interaction, teachers should be able to break away from the traditional classroom and construct various learning environments.

In breaking the traditional mold, group work is an important technique because it offers the opportunity for students to work together and learn from each other. However, initiating and carrying out small group work is not an easy task. Below are some suggestions given by foreign language teachers which if applied, could lead to success. These suggestions emanated from personal experiences and from the research in the field.

JACQUELINE MILLIGAN: A teacher cannot simply say to a class, "Okay, let's work in groups." The result would most likely be disorganization and confusion. Generally, students are not accustomed to the lack of direct teacher control which small group learning implies. Therefore, the teacher must be careful when planning for small group work.

I begin with a traditional class group. During the first weeks, I learn to know the members of the class and how each performs. I then divide the class into pairs and circulate among the groups, giving more specific directions to ensure understanding, and also to listen in. The class later reunites as a whole for added work and clarification. Several such well-structured activities would be given to students, so that they could become accustomed to working in pairs. Later on, I might try combining my pairs in groups.

ANN BERDAHL: I believe that small group work could only be successfully instituted if the students had been first introduced to other less challenging variations.

To this end, a good transitional structure might be the large circle which includes the teacher. In this situation the teacher has the excellent control necessary in a group that has yet to learn self-direction, but his/her inclusion in the group marks him/her as a friend.

The second transitional step might be the pairing structure which is beneficial both for the inhibited student who is afraid to speak in front of a whole group, and for the confident student who enjoys playing the teacher role. Almost all activities can be included in this structure but it is especially useful for reinforcing newly introduced material.

Small group work can now be introduced as a variation in the classroom, and the amount of time, structure and teacher supervision allotted to this activity should be flexible. If a teacher has students who do not interact well in small groups, or others who dominate the group to the detriment of the less capable, then only those tasks which require the involvement of everyone to succeed should be introduced.

Activities for pairs of groups for which all learners have different information that the others need in order to complete a specific task are very useful for building cooperation.

BEVERLY BURDICK: How do I go about making the small group a success in my classroom? First, I decide on a unit. Preparation includes seating arrangement, amount of time spent in the group, work assignments and grading. The seating arrangement of my standard size class of from 25 to 30 students is 5 rows of 5 or 6 desks each. The students are seated closely so that they do not have to move their desks thus wasting precious time, but they merely move around in their seats to face another student. My goal is to have at the most 4 people in each group.

I start by pairing off students and timewise, they would have only 2 minutes in which to drill. I do not want to give my students too much time or they will waste it. As I proceed with instruction, I can increase the time. This I do for 2 or 3 days. On the fourth day, I place the students in groups of 3 making sure that I separated those pairs of students who wasted time. I will know those who were talking and those who were doing the work I assigned because I would have been walking around the class to check on them. Again, I start the students' participation with each other for only two minutes at a time and increase it gradually to 5 minutes. As the students were working in triad, I would change the format from oral drills to

a worksheet with the stipulation that if they finish too soon, they would look over and correct each others' papers. This way the students can help each other in writing grammatical sentences.

My ultimate goal is to have students work on a mini-project. For a sample situation, the mini-project would be to write a dialog consisting of 4 speaking parts where each student would be responsible for writing at least one or two lines. When the students finish preparing their dialog, they recite it in front of the class. Their grade would be based on the lines they had written and on their recitation of their speaking part which would have been well rehearsed. Their participation would count for a small part of the grade but not for a significant amount.

LUCIA FRONCZAK: The first requirement to succeed with small group work is to establish a non-threatening atmosphere in the classroom. An informal setting will produce a mutual trust between students and teacher as a positive social climate in the peer group enhances the student's self-esteem and academic performance. The warm support, encouragement, and respect which students express for one another facilitate the development of high self-esteem and a fuller utilization of intellectual abilities.

Trust and openness are necessary for the sharing of ideas. This atmosphere can be established while the class is functioning as a large group at a high structural level.

From a large group setting I occasionally move to brief periods of time during which students work together in pairs. At first, group investigation tasks should be highly structured so that there will be no confusion as to the desired goal or how to attain it.

CAROL WIRTH: I feel that the change from full class to small groups must be done gradually and used only periodically. After teacher presentation and explanation students can do pattern drill in pairs, they can practice roles in dialogs learned in class, and perform situations together. I try small group work first with my best class with a maximum of four or five per group. I use this set-up for a short period of time at first and gradually lengthen the designated time according to student behavior and progress. I feel that it is also a good idea to spend time prior to the actual grouping of students, explaining to the class what changes will be made and the advantages of the small group. The teacher should also describe the students' new role and responsibility.

CEIL DEMEO: The first small group task in my Spanish III was to pair off in twos. Each pair was given the task of changing verbs from one tense to another (in this case changing verbs from present tense to preterite and imperfect.) As I observed the students, in all five pairs, each student helped the other. The next task in this class involved grouping the students in threes to write a dialog.

In Spanish I, I ask students to pair off for three minutes and to spend the time practicing the dialog we are working on for presentation to the class. This task is performed quickly and efficiently by all groups in the class.

MICHELLE CHENINI: A class in which small group learning will take place successfully demands that the instructor carefully prepare a list of learning outcomes desired, and the content and materials to be used. At first the teacher must have complete control over content, materials and class responses. Once the students have understood the question and are making the appropriate responses, the teacher can then pair the students off and give them the materials necessary to proceed with the exercises. The teacher is then free to go around the classroom and evaluate progress being made. This can provide the teacher with enough information to decide whether the concepts have been grasped and the class can proceed to another activity or whether more directed instruction is needed.

As the year progresses, instructional materials such as flash cards, games, maps, revues, magazines, skits, puppets, all of which have been introduced for specific instructional objectives, accumulate. It is possible to set up the classroom in such a way that these materials are readily available for review or expansion of vocabulary. Having used these already in a structured situation and having had the experience of working in a group, they can carry on learning activities which they enjoy with less dependence upon the instructor.

FERN M. BERNSTEIN: Students would first be trained to working at varied tasks in pairs. Once successful results have been obtained in pairing the next logical step would be to "pair up the pairs." By grouping, it would be possible to mix the better readers and the poorer readers, thus hopefully alleviating the frustration level of the poor reader. Also, the poor reader may learn some of the reading strategies of the better reader.

JUDITH LACIURA: The socialization aspect of grouping must not be taken lightly when arranging groups; a haphazard arrangement could result in a total loss of communication. A teacher should preplan his/her arrangement before grouping, with consideration to individual personalities and needs as well as a heterogeneous mixture.

The following suggests a technique for using small group work for the development of reading skills. For students with problems in reading, small group activity can be a great asset.

OBJECTIVES:

- To develop reading skills.
- To discover individual techniques used by peers for giving meaning to difficult words in a reading passage.
- To provide students with insight into alternative means to dictionary use for deciphering vocabulary.

IMPLEMENTATION:

1) The teacher displays a reading passage on the overhead projector and students are asked to read and copy down a list of words which they don't know, or which pose a problem in understanding the passage.
2) Students are then divided into groups of two. At this time, students combine their lists and compile one collective list.
3) Students confer with each other about how one can derive the correct meaning for words without using the dictionary, and they make a list of techniques or "strategies" which they have used for solving the unknowns.
4) Students are asked to share their lists with the class, and to talk about the respective strategies used.
5) As a concluding activity, the class is regrouped. Each group is given a list of questions pertaining to the passage which is to be written out and collected.

MAGALY GONZALEZ: The formation of groups in my classroom usually comes after a presentation to the class as a whole has been made. The groups hopefully will help to clarify different points the teacher has presented and also serve as a reinforcement agent.

Students especially enjoy communicative competence activities when done in a group. A situation is given to the students and they act out the situation or find a solution to the predicament that has been given to them.

CONNIE REGER: Small group work should be one of the many techniques used in the classroom. How often it is used depends on previous successful experiences that the teacher has had with small group activities. I like small groups, or pairs to work together to complete a worksheet because students can teach each other when they find that a friend does not understand. This activity is also a good break from the teacher dominated classroom.

I would say that the best way to achieve results is to give clear, and specific instructions.

CHERYL FAROLINO: A way to help prepare students for group work is for them to work in pairs beforehand; in such a way there is a 50/50 give and take which provides students with the self-confidence and feeling of commitment to the group which is so necessary. I believe that students are "individual oriented" – they are accustomed to being held responsible for their own work and therefore a sense of responsibility to the group as a whole must be developed if all members are to contribute equally.

Student-to-student tutoring can be more helpful than teacher-student tutoring since students might be more willing to seek help from their peers. Also, since the student has just mastered a skill, he or she may have more insight into what problems his or her peers are having.

EVANGELINA DIAZ: One of the priorities in initiating small group learning situations is the preparation of the students, i.e., using pairs to practice meaningful items to increase students' involvement and the gradual involvement of the student in more personal communicative situations where the intrinsic or affective elements are prevalent. The teacher's role is one of guiding students sequentially and systematically towards the desired communicative goals by selecting and organizing materials and activities which are based upon meaningful and affectively-oriented contexts.

Summary: The importance of implementing small group learning activities has been unquestionably established by psychologists, linguists and educators alike. Its success in the foreign language classes, as in all fields of education, is highly dependent upon and determined by the sensitivity of the teacher to the students' needs and, moreover, the utilization of this information in the selection of appropriate or effective strategies and techniques.

In moving from large groups to small group instruction these teachers recommended to:

- know your students well;
- decide on a lesson which is carefully structured;
- state learning outcomes;
- have students work in pairs;
- circulate among students to be available for guidance and questions;
- have activities which last at the beginning for a short time, then return to large group session for more exploration and feedback;
- when students work successfully in pairs consider using groups of three or four students;
- be cautious. Do not overdo it.

NYSAFLT BOARD OF DIRECTORS MEETING

THERE WILL BE AN

Open Board of Directors Meeting
Quality Inn, Albany

ON

Friday, February 3rd
8:00 p.m. to 10:00 p.m.

AND

Saturday, February 4th
9:00 a.m. to 4:00 p.m.

PLAN TO ATTEND

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For further information, write to:

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West Chester, PA 19380

INFORMATION ON IMMERSION CAMPS IS NEEDED

The NYSAFLT Committee on Immersion is interested in the following information. Please help us by filling out the questionnaire below and mailing it by February 1 to Dr. Richard E. Hartzell, 8 Birchwood Drive, Goshen, 10924. We would like to publish this information in the April newsletter, therefore it is important that you return it as soon as possible. We hope that this will help many more of you to discover the possibilities of immersion weekends and to start your own. Thank you.

I. If you have run a camp . . .
What language was involved? _____
How many students were involved? _____
Where was the site? _____
What resource people did you use? _____
How long was it? _____
Are you planning one for this year? _____
If so, would you be willing to have other teachers and students as observers and/or participants? _____

II. If you are planning one . . .
Would you like to attend a training session? _____
What region are you in? _____

III. If you haven't run a camp or are not planning one . . .
Would you like to participate in a camp run by someone else? _____
Would you like to attend a training session? _____
What region are you in? _____

IV. If you are a college professor . . .
Would you like to help plan an immersion weekend? _____
Do you have students who could participate as language assistants? _____
If so, in what languages? _____
What time is convenient for you, early fall or late spring? _____

THANK YOU!!! Please include your name, address, school name and address.

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